

# **insight**

**@unimas**

Teaching & Learning Bulletin  
volume **three** 2004

## Visi Penyelidikan \* dan Pembangunan di Unimas

**RESOLUTIONS2004**

## Editorial >> Board



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Prof Abdul Rashid Abdullah

### CALM Editors

Prof Peter Sangan

Assoc. Prof Dr Gabriel Tonga Noweg

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Gregory Wee Lit Hoo  
Faculty of Applied and Creative Arts

Shazli Aman  
Faculty Cognitive Science and Human Development

### Published by

Digital Publications Team,  
E-Learning Unit

Azwan Abidin  
Rozita Nawi  
Angelina Lee Ling Sing

Centre for Applied Learning and Multimedia,  
Universiti Malaysia Sarawak,  
94300 Kota Samarahan,  
Sarawak  
Tel: 082 671 000  
Fax: 082 671 579  
Url: [www.unimas.my/centres/calm](http://www.unimas.my/centres/calm)

Everyone is invited to contribute articles, reviews, events, news on campus teaching-learning issues. All contributions must be submitted to Centre for Applied Learning and Multimedia (CALM), UNIMAS.

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## Introductory Notes

### Greetings from us at CALM

We meet again in this first issue of INSIGHT@Unimas Bulletin for 2004. Looking back at our previous publication accomplishments, INSIGHT Bulletin will continue to serve as a tool for us to be informed about the latest developments in Teaching & Learning at the university, so we can play our roles as academics at the university more effectively.

Unimas encourages and welcomes its academics to carry out a multi-disciplinary research project. Projects such as these require the participation and cooperation of researchers from various faculties, and the support of the university management to make it successful. One of such collaborative projects is the e-Bario Project. As a team member of the e-Bario Project, I am extremely proud and pleased with the teamwork of academics from various disciplines who lend their expertise in this project, which has been considered a success and being recognized regionally and at the international level. The e-Bario Project has won the Industry Innovators Award for Systems Development and Applications from the Society of Satellite Professionals International in March 2002. Last year, it was awarded the Information Technology Premier Award by the Prime Minister of Malaysia. On hand to receive the award from the Prime Minister was our Vice Chancellor, YBhg. Datuk Yusuf Hadi. In this issue of INSIGHT@Unimas, our editorial team wholeheartedly sends a big thank-you to our Deputy Vice-Chancellor (Development), Prof Dr Khairuddin Ab. Hamid for his willingness to share with us the university's achievements in R&D at Unimas.

There were many important university's events that happened in the first quarter of the year,

where CALM has played a major role. On the 18th of March, CALM has successfully organized an E-Learning Initiative Appreciation Ceremony, to extend the university's support and appreciation to academics who have been very active in their online teaching and learning activities. Our Deputy Vice Chancellor (Academic), Professor Abdul Rashid Abdullah graced the event with his thank-you speech, and Certificates of Appreciation were given out to 45 active academics, in hopes that it will serve as an impetus and motivational tool to encourage others to use ICT effectively to enhance their teaching and learning endeavors.

Also, on the 26th March, CALM and the Chancellery Unit jointly organized the Malam Kecemerlangan Unimas. At this ceremony, the pioneer batch of participants of the Postgraduate Diploma in Teaching and Learning (PGDTL) received their diplomas, to mark their successful completion of this unique program. We at CALM would like to congratulate all academics who have excelled and were awarded the Postgraduate Diploma in Teaching and Learning Certificate at the event. At this point in time, CALM is busy conducting the same program for the second intake of academics.

I would also like to thank everyone who has contributed articles for this edition of the INSIGHT@Unimas Bulletin, and we hope that your continued support will propel us well into the future, as we continue to talk about things that matter to us as academics in the 21st century.

**Professor Peter Songan**



## VISI PENYELIDIKAN DAN PEMBANGUNAN DI UNIMAS

Dalam menjaga suasana kerja pengajaran dan pembelajaran di universiti, aspek pembangunan tidak dapat lari sebagai teras utama mewujudkan universiti yang cemerlang dan berjaya. Ke arah mencapai matlamat tersebut, Professor Khairuddin Ab. Hamid telah menerima tanggungjawab ini dengan seribu satu azam untuk merealisasikannya dengan berganding bahu bersama seluruh warga Unimas.

Professor Khairuddin berasal dari Kampung Felda Kemendor Melaka dan mendapat pendidikan awal di Sekolah Kebangsaan Kemendor dan Sekolah Menengah Jasin sehingga Tingkatan 3. Seterusnya melanjutkan pengajian ke Sekolah Menengah Teknik Bukit Piatu dan Universiti Teknologi Malaysia (UTM) dalam bidang Kejuruteraan dan Elektrik pada 1976 hingga 1982 seterusnya dinobatkan sebagai pelajar terbaik. Beliau kemudian bertugas di UTM sebagai Penolong Pensyarah 'A' dan meneruskan pengajian ke peringkat Sarjana di University Of Hawaii, Amerika Syarikat dalam bidang Kejuruteraan Elektrik dan kembali bertugas ke UTM pada 1985. Pada tahun 1988 hingga 1992, beliau meneruskan pengajian ke peringkat PhD di University of Essex, England. Prof Khairuddin mula berkhidmat di Unimas pada Oktober 1993 dan memegang jawatan sebagai Dekan Fakulti Kejuruteraan dan seterusnya Dekan Fakulti Sains Komputer dan Teknologi Maklumat pada 1998.

Prof Khairuddin dilantik memegang jawatan sebagai Timbalan Naib Canselor (Pembangunan) pada tahun 2001 sehingga kini.

Ikuti temubual eksklusif selanjutnya bersama beliau.

**S: Boleh Prof cerita serba sedikit portfolio sebagai TNC(Pembangunan) di Unimas.**

J: Bidang tugas utama sebagai TNC(Pembangunan) di Unimas adalah pembangunan fizikal, yang mana ianya meliputi pembangunan infrastruktur, prasarana lain dan penyelenggaraan. Kedua ialah bertanggungjawab aktiviti-aktiviti penyelidikan, perundingan, penerbitan dan perkara-perkara yang berkaitan dengan ICT. Skopnya adalah luas, berkaitan dengan isu yang bukan akademik.

**S: Sejauhmanakah pencapaian Unimas dalam bidang pembangunan khasnya penyelidikan dapat membantu untuk mencapai matlamat MSC di IPTA?**

J: Kita sedia maklum usia Unimas sekarang ialah 11 tahun dan pada awal penubuhan universiti kita begitu fokus kepada pembangunan sumber manusia, kurikulum dan infrastruktur (dari segi fizikal). Pada peringkat awal penyelidikan, ianya lebih menjurus ke arah aspek **penggalakkan**,

maksudnya dengan sumber tenaga manusia dan infrastruktur yang terhad, kita tidak boleh mengharapkan suatu aktiviti penyelidikan yang begitu menonjol. Jadi, pada awal penubuhan Unimas, kita masih muda dalam bidang penyelidikan, maka penggalakkan perlu ditekankan terutamanya kepada tenaga pengajar yang muda dan baru maka penyelidikan perlu dibudayakan terlebih dahulu.

Jadi selepas itu kita meneruskan untuk memantapkan lagi pengurusan penyelidikan dan menyediakan prasarana lain seperti makmal-makmal penyelidikan seterusnya kita sampai ke peringkat di mana kita perlu membuat penyelidikan bertaraf yang lebih tinggi setanding dengan universiti lain. Ini telah berlaku dalam beberapa tahun yang lepas dan dengan sendirinya pencapaian hasil penyelidikan kita telah menonjol dan dipamerkan, mendapat anugerah dan sebagainya. Ini adalah satu hasil perancangan penyelidikan di peringkat universiti yang kita cuba buat secara teratur. Perkara utama yang perlu kita lakukan ialah menyediakan persekitaran yang terbaik, dan seterusnya membantu staf kita untuk membina kemahiran seperti yang telah kita lakukan pada



tahun 2003 iaitu menekankan kepada aspek membantu staf dalam bengkel penyediaan cadangan penyelidikan (*research methodology workshop*) di semua fakulti. Saya juga telah menyarankan kepada setiap fakulti agar pensyarah baru didedahkan tentang bagaimana untuk membuat perancangan sebelum sesuatu penyelidikan itu dimulakan. Melalui bengkel ini, maka tidak ada lagi alasan bagi pensyarah untuk tidak boleh membuat penyelidikan. Langkah ini merupakan satu pencapaian bagi Unimas dan apabila kita meningkatkan aktiviti penyelidikan, ia telah diiktiraf, dan ini termasuklah pencapaian kita mendapat status MSC (*Multimedia Super Corridor*) pada tahun lepas.

Pencapaian status MSC ini bukan sahaja melihat dari segi kandungan kurikulum prasiswazah dan tenaga pengajar kita, malah menekankan juga pencapaian aktiviti penyelidikan kita.

**S: Apakah visi Prof dalam perancangan infrastruktur yang baik dalam mewujudkan suasana persekitaran pengajaran dan pembelajaran yang selesa?**

J: Pada pendapat saya, kita berkeinginan untuk menghasilkan graduan yang mempunyai ciri-ciri yang berkualiti dan semua aspek yang menuju ke arah kualiti. Namun, sukar untuk kita hasilkan graduan yang sedemikian jika suasana yang kita sediakan untuk mereka belajar, berinteraksi dan membuat aktiviti lain tidak menyokong apa yang kita harapkan. Pada saya, suasana universiti itu mesti direkabentuk agar ianya menggalakkan aktiviti akademik itu secara semulajadi dan mesra pengguna.

Jika dibandingkan dengan suasana pembelajaran dahulu, pelajar mungkin akan berasa bosan kerana persekitaran yang tidak mesra dan muram. Tetapi di Unimas, dari mula lagi kita telah tekankan suasana pembelajaran itu bersifat mesra, supaya apabila pelajar kita menghadiri kuliah, mereka hadir dengan rasa gembira dan bukan secara dipaksa-paksa.

Dalam merekabentuk kampus baru Unimas, kita mengambil kira setiap aspek iaitu setiap bangunan



## suasana universiti itu mesti direkabentuk agar ianya menggalakkan aktiviti akademik itu secara semulajadi dan mesra pengguna

di kampus mempunyai rekaan yang sama, supaya ia dapat mencipta suasana yang menarik dan lebih bersifat mesra pengguna. Kita juga akan menyediakan laluan yang berbumbung yang menghubungkan setiap fakulti, kerana jika kita tidak menyediakan suasana sedemikian, para pelajar akan membuat alasan untuk tidak menghadiri kuliah dan mungkin malas hendak menuju ke fakulti atau jabatan lain kerana terpaksa melalui suasana panas dan hujan.

**S: Adakah standard dan kualiti prasarana di Unimas berada pada tahap yang tinggi sejajar dengan status MSC yang diberikan?**

J: Fokus MSC ialah kepada Teknologi dan Multimedia. Prasarana yang mereka fokuskan untuk mendapatkan status ini ialah prasarana ICT. Pihak ini telah mengiktiraf prasarana ICT kita dari segi pengedaran komputer kepada kakitangan dan pelajar, penyediaan komputer untuk pembelajaran di makmal mahupun perpustakaan dan makmal makmal pengajaran di

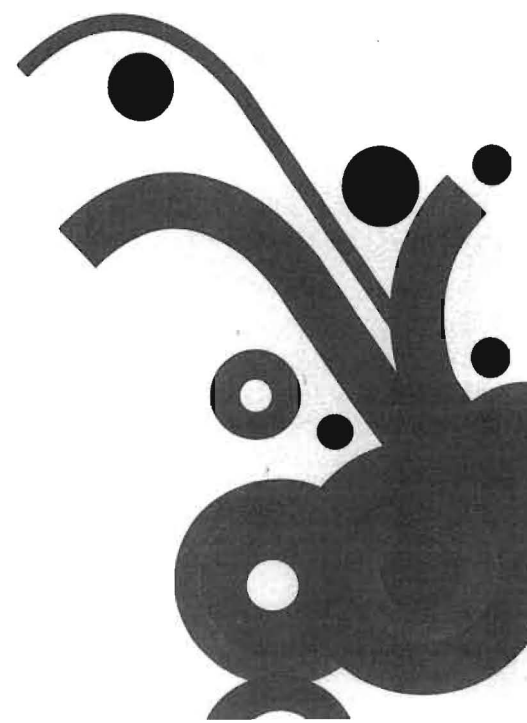
fakulti.

Di samping itu mereka juga melihat sambungan atau jaringan internet dan rangkaian dalaman, walaupun kita jauh dari arus pembangunan di Semenanjung Malaysia tapi kita tidak ketinggalan kerana mempunyai sambungan internet yang mencukupi dan terkini.

**S: Apakah cabaran besar dalam proses merealisasikan projek-projek IT bertaraf antarabangsa sebelum ini?**

Pada pendapat saya, cabaran utama dalam perkara ini adalah keadaan kita yang selalunya tidak bersifat terbuka kepada idea atau aktiviti yang telah dibuat oleh orang luar. Kadang-kadang kita terlalu leka dengan apa yang kita kecapai dan menganggap ia telah memadai.

Seharusnya kita perlu melihat di luar kawasan dan lingkungan kita dan bukan hanya keluar dari lingkungan Unimas, Kuching atau ke sempadan negara sahaja, tetapi keluar ke negara-negara maju dan negara-negara jiran. Apabila kita membuat perbandingan pencapaian yang kita ada, dari situ kita akan mengetahui tahap kita sebenarnya. Kadang-kala apa yang mereka buat di negara maju bukan suatu yang mustahil, kerana kita juga mampu melakukannya. Namun oleh kerana kita tidak terdedah dan terfikir tentang



perkara tersebut, maka ia tidak dapat dilaksanakan walhal dari segi kapasiti dan keupayaan, kita mampu melakukannya.

Maka salah satu tugas saya ialah menggalakkan fakulti menganjurkan persidangan dan menggalakkan staf menghadiri persidangan. Ini kerana di samping mereka membentangkan kertas kerja, mereka juga perlu mendengar peserta lain membentangkan kertas kerja dan melihat setakat mana pencapaian mereka. Setakat tahun lepas kita telah menganjurkan hampir 20 persidangan dengan jayanya.

Pada pandangan saya, cabaran untuk memulakan penyelidikan bertaraf antarabangsa ialah kita mesti memberi peluang mendedahkan staf kita agar pemikiran mereka sentiasa bersedia, terbuka luas dan tidak terhad terhadap beberapa perkara sahaja.

Seterusnya ialah dari segi kerjasama di antara penyelidik itu sendiri. Sesuatu projek sentiasa melibatkan kerja berpasukan, disiplin dan penyelidik yang pakar dalam masing-masing. Bagi mendapatkan sebuah kumpulan yang dapat bekerjasama secara efektif, merupakan satu cabaran, dan ini telah saya alami semasa menjadi ketua penyelidikan bagi projek E-Bario.



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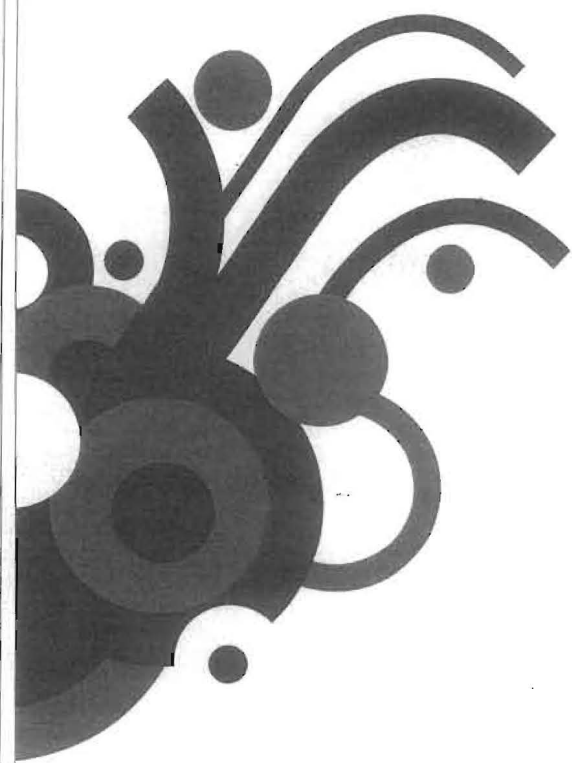
**S: Menerusi E-Bario, Unimas telah memenangi Anugerah Perdana Teknologi Maklumat (sektor sosio ekonomi), mungkin Prof boleh ulas berkenaan perkara ini dan perancangan projek seterusnya.**

J: E-Bario adalah projek perintis peringkat nasional yang kita lakukan semata-mata untuk membantu masyarakat terpencil di Sarawak agar jurang ICT dapat dirapatkan. Projek ini dijalankan bukan niat untuk bertanding mahupun mendapat anugerah. Niat kita adalah untuk membantu mereka agar dapat bersama-sama menikmati arus ICT serta membuktikan kepada masyarakat luar terutamanya masyarakat bandar, walaupun lokasi Unimas terpencil tetapi kita juga mampu membuat projek yang berteknologi terkini. Kita tidak mahu orang beranggapan bahawa dengan keadaan lokasi kita kini, sifat dan identiti Unimas juga mesti terkompromi dan ini

merupakan motivasi kepada kita untuk menjayakan projek ini. Niat kami (penyelidik projek E-Bario) ialah apabila masyarakat tersebut tahu menggunakan ICT dan dapat membantu dalam urusan mereka, kami amat berpuas hati.

Projek yang terbaru ialah projek E-Demak. Ia masih dalam perbincangan dan agak berbeza dari projek E-Bario kerana dari segi prasarana, ianya telah dilengkapi sebelum ini dan masyarakat telah disediakan dengan kemudahan untuk menggunakan internet. Tetapi mereka perlu menggunakan khidmat kita untuk membantu mereka dari segi penggunaan. Usul pertama ialah dengan mewujudkan sebuah portal yang dapat membantu golongan bumiputera mendapatkan pekerjaan di kawasan perindustrian yang berdekatan. Mereka merupakan orang pertama yang mendapat maklumat sebarang peluang pekerjaan, dan ini adalah untuk mengelakkan sebarang masalah sosial yang mungkin timbul.

Seterusnya ialah untuk menyediakan projek rumah kos rendah. Dengan menggunakan ICT, kita cuba untuk mewujudkan satu konsep koperasi maya, di mana dengan konsep ini keahlian akan diperolehi dengan mudah dan ramai. Dengan adanya sumber kewangan dari ahli koperasi tersebut, maka pihak tempatan akan berupaya menyediakan projek-projek perumahan dan masyarakat tempatan boleh membeli tanpa membuat pinjaman dari bank



**S: Selain daripada prasarana dalam pengajaran dan pembelajaran di universiti, apa sebenarnya ramuan kriteria yang penting dalam membentuk pembangunan universiti dalam usaha mencapai universiti bertaraf dunia?**

J: Perkara utama di sini ialah kita perlu memahami konsep universiti bertaraf dunia ini dengan betul. Memang rata-rata semua IPTA tempatan menyatakan hasrat mereka untuk menjadi universiti bertaraf dunia dan ia adalah satu niat yang baik. Tapi, kita jangan terlalu leka untuk melabelkan diri kita sebagai bertaraf dunia kerana sesebuah universiti hanya akan bertaraf dunia apabila orang lain yang mengiktirafnya.

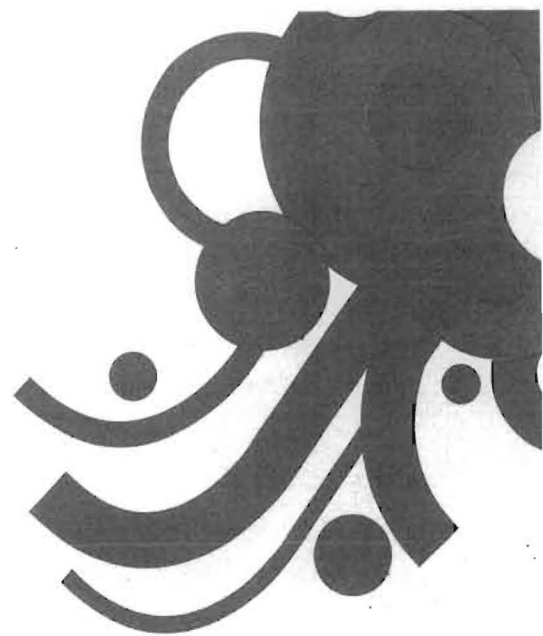
Pengiktirafan tersebut bukan datang daripada pihak dalaman. Jika kita melihat rata-rata universiti yang bertaraf dunia sebagai contoh MIT, Harvard University, Stanford di Amerika Syarikat atau di United Kingdom seperti Oxford dan Cambridge, mereka tidak pergi ke sesuatu tempat dan menyatakan bahawa mereka universiti bertaraf dunia tetapi masyarakat dunia yang mengiktirafnya. Ini adalah disebabkan mereka mempunyai tenaga pengajar berkualiti dan mempunyai tradisi akademik yang tinggi di mana begitu fokus bila membuat penyelidikan dan tumpuan dalam bidang akademik. Pada pandangan saya, kita jangan dahulu menyebut untuk menjadi universiti bertaraf dunia dan kalau boleh kita ingin menjadi sebuah universiti yang dapat menyediakan sistem pendidikan yang baik, penyelidikan yang bermutu, sistem pentadbiran yang mantap serta staf yang mempunyai budaya kerja yang baik dan bekerja keras serta

mempunyai misi untuk mencapai taraf universiti yang lebih tinggi.

**S: Bersifat sezaman dan berpandangan jauh. Kata-kata ini seakan sebatang dengan Unimas. Adakah kita sentiasa bersedia ke arah itu?**

J: Kita sememangnya sudah bersedia dari dulu lagi, sebab itu kita wujudkan kata-kata perangsang ini. Sebenarnya banyak aktiviti yang kita buat dalam Unimas menunjukkan ciri-ciri bersifat sezaman dan berpandangan jauh. Tetapi oleh kerana kita tidak suka menonjol-nonjol, dan apa yang kita buat itu adalah unik dan kadang kala apabila orang luar mengetahuinya, mereka meniru apa yang kita buat. Sebagai contoh, Unimas adalah universiti yang mula-mula memperkenalkan bahasa ketiga dan ianya merupakan idea dari konsep pembangunan individu secara total. Ia memang kita tekankan dari awal kerana apabila kita merekabentuk kurikulum, kita bukan hanya lihat pada komponen teras tetapi juga unsur-unsur pembangunan peribadi.

Dari segi teknologi, kita adalah antara yang mula-mula mempunyai rangkaian gentian optik dan laman web, tapi impak kita kecil kerana lokasi yang jauh maka ia kurang kenali. Konsep 'berpandangan jauh' ini mestilah kena pada tempatnya iaitu menuju ke arah pembaikan dan kejayaan. Ini kerana kita belajar dari kesilapan, jika merasakan ia kurang baik maka kita perbaiki segera. Yang baik dijadikan teladan, yang buruk dijadikan sempadan.



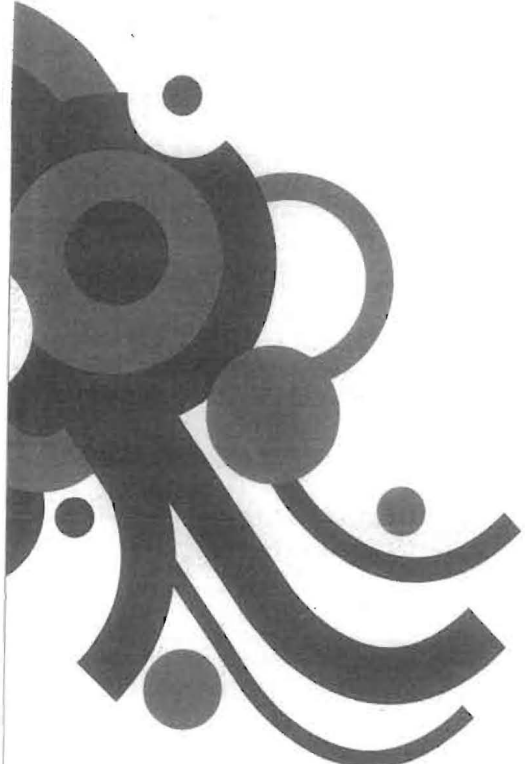
**Unimas adalah universiti yang mula-mula memperkenalkan bahasa ketiga dan ianya merupakan idea dari konsep pembangunan individu secara total**

**S: Fakulti demi fakulti akan berpindah ke kampus baru nanti, apakah rancangan pembangunan unimas selepas ini akan menyebabkan berlaku transisi besar dalam pengendalian pengajaran dan pembelajaran?**

J: Apabila kita berpindah ke kampus baru, kita akan lakukan dengan perancangan secara teratur dan secara berperingkat. Ini termasuk perpindahan sumber manusia, peralatan, makmal, perabot dan sebagainya. Saya selaku Pengerusi Jawatankuasa Perpindahan, akan bermesyuarat dengan semua fakulti terlibat, dan akan merancang fakulti mana yang akan berpindah dahulu. Dari segi perancangan pembelajaran semasa proses perpindahan, kita mungkin akan menjalankan aktiviti pengajaran dan pembelajaran secara berperingkat peringkat. Kita khuatir jika perpindahan secara serentak, dan berlakunya sebarang kesukaran dan







**Kita sebenarnya  
bertuah dan harus  
mengambil  
peluang dengan  
kedudukan  
Sarawak yang  
menawarkan  
sumber asli, hutan  
dan hasil-hasil  
semula jadi**

prihatin terhadap sumber asli di persekitaran kita.

**S: Apa harapan Prof dari sudut pembangunan unimas secara dasarnya lima hingga sepuluh tahun akan datang.**

J: Apa yang saya pasti kita mempunyai kampus yang tercantik di Malaysia yang akan menjadi mercu tanda di kawasan ini dan bualan masyarakat dari semasa ke semasa kerana kita mengambil masa yang panjang dari segi perancangan untuk mendapatkan sebuah kampus yang ciri-cirinya tidak akan ditelan zaman.

kesilapan, kesannya adalah terlalu besar. Saya rasa tidak akan berlaku perubahan besar dan impak yang negatif semasa proses perpindahan nanti.

**S: Berdasarkan pengalaman Prof, apa yang boleh dikongsi bersama, kelebihan Unimas dari sudut R&D berbanding dengan universiti lain?**

J: Kita terpaksa menentukan bidang-bidang pengkhususan yang tertentu di mana kita perlu tentukan dari sekarang untuk kita tingkatan aktiviti dalam bidang penyelidikan. Kita tidak boleh menjadi terkenal dalam semua bidang. Kalau kita lihat universiti yang terkenal di luar negara, mereka terkenal kerana beberapa bidang terpilih sahaja. Peringkat ini saya telah meminta fakulti-fakulti menentukan bidang-bidang pengkhususan yang ingin mereka fokuskan dalam bidang penyelidikan. Jadi dengan memfokuskan kepada bidang tersebut, universiti dapat membantu fakulti untuk menentukan hala tuju dari segi penyediaan staf, kemudahan dan juga geran-geran penyelidikan supaya dalam beberapa tahun akan datang, bidang ini akan menjadi terkenal. Saya amat berpuas hati sekiranya kita (Unimas) dalam masa yang terdekat ini boleh terkenal dalam 2 atau 3 bidang.

Kita sebenarnya bertuah dan harus mengambil peluang dengan kedudukan Sarawak yang menawarkan sumber asli, hutan



adalah gelanggang yang penuh dengan teknologi dan juga isu-isu alam sekitar. Dua bidang ini boleh Unimas ambil sebagai teraju, di samping bidang-bidang Sains dan Teknologi.

Kita tidak perlu lihat semua bidang tersebut tetapi ianya perlu dikhususkan, contohnya di Sarawak ini lebih kepada bidang komunikasi, yang mana kedudukan populasi yang besar dan penempatan masyarakat yang tidak sekata. Manakala dari segi sains sosial dan kemanusiaan yang merangkumi komposisi masyarakat dan kumpulan etnik yang berbagai budaya, bahasa dan cara hidup berbeza, maka ini yang merupakan kekayaan yang perlu Unimas gunakan untuk meningkatkan aktiviti penyelidikan kerana sumber itu sememangnya sedia ada di sekeliling kita. Pada saya jika ia tidak digunakan sepenuhnya, maka ia adalah satu kerugian kepada universiti.

Contohnya ialah ekspedisi Loagan Bunut yang telah dilaksanakan baru-baru ini adalah penonjolan

Seterusnya ialah kita berbangga mempunyai kandungan yang meliputi mutu akademik dan graduan yang dihasilkan adalah berkualiti dan kita tidak akan berkompromi dalam hal ini. Begitu juga dengan kandungan dari segi penyelidikan serta penerbitan yang bermutu dan berkualiti.

Pada pendapat saya, Unimas pada suatu hari nanti akan menjadi sebuah universiti yang sentiasa disebut dan teragung di rantau ini dan menjadi pilihan pelajar untuk belajar, kakitangan untuk bekerja dan untuk industri mendapatkan graduan kita bekerja dengan mereka. Ia adalah kayu pengukur kepada kemajuan universiti itu sekiranya graduan kita terus diambil oleh industri untuk bekerja walaupun dia masih dalam pengajian seperti yang berlaku di MIT dan Cambridge University.



March 18th 2004 saw the mark of the first award ceremony for Unimas academics who have been actively integrating E-Learning into the courses they teach at the university. E-learning has been around in Unimas since the 1990s, but the formal training programs for the academics campuswide to use the system begun in 2000. To date, the E-learning Unit at CALM has run more than twenty training sessions to accommodate the needs of academics across disciplines on campus. By using E-learning, the academics now have an opportunity to be more flexible in their lecturing schedules and locations. Quality interaction online becomes a common requirement in their online learning environments today.

To recognize the academics' effort, initiative and support for E-learning in Unimas, the Centre for Applied Learning & Multimedia (CALM) organized an E-Learning Initiative Appreciation ceremony. The event was held at Bilik Belian, and merit certificates were given away by Professor Abdul Rashid Abdullah (Deputy Vice Chancellor [Academic]), to forty-five lecturers from all eight faculties on campus. Also present at the ceremony were Professor Peter Songan (Dean of CALM), and Associate Professor Marayanan Kulathuramaiyer (Head of TECIS & Dean of FCSIT).

The main objective of the event was to recognize the hard work and innovativeness of the active academics, in terms of embracing E-Learning to enhance the quality of instruction in their courses. At the event, the academics from FRST (Faculty of Resource Science & Technology) were lauded as the largest group of academics who are actively involved in E-learning. To date, they have created more than 50 online learning environments to support their classroom instruction.

Professor Abdul Rashid complimented the E-Learning Unit for its effort to implement E-Learning on campus, and he

## Unimas Recognizes E-Learning Efforts



Dr Ho Wei Seng from Faculty of Resource Science and Technology receiving merit certificate from Deputy Vice Chancellor(Academic), Prof Rashid Abdullah.

expressed his expectations to see more academics to be involved in the program. He articulated the university's wish to see the return of investment for all the expenditure that has been used to set up a conducive E-learning support system for Unimas, through the use of technology to effectively increase the quality of teaching and learning at the university.

One of the recipients of the award, Dr Hong Kian Sam (Deputy Dean, FCSHD) conveyed his gratitude to be acknowledged for the merit award, and he hoped that such recognition will be done continuously, to appreciate the initiatives taken by academics on campus. He hoped that the university will take a systematic and concerted effort to improve the network health on campus, to motivate more academics to use E-learning to support their teaching and learning activities.

Another recipient of the award, Dr Ling Teck Yee (FRST) praised the E-learning Unit which created the merit award to recognize the work undertaken by academics across

faculties to use E-learning. She added that she was initially interested to use E-learning when she came for the training session in 2001. One of her successful strategies to gauge her students' interest to use her online learning environment was to allocate a portion of the course grades for online involvement. She also expressed her hope that more of her colleagues would join in the team to develop more online learning environments to strengthen the quality of education in the science courses they teach at FRST.

Out of forty-five who received the merit awards, thirty-one academics were given the privilege to receive new computers to help them to develop their courses, online and offline. It is hoped that more academics would be interested to be part of the university's goal to achieve a minimum of Level 1 of the E-learning Capability Framework, which targets for 100% availability of all basic course information data to be uploaded online.



# Getting Adults to *Learn-Lecture and Training*

By: Assoc. Prof. William Hughes [hwilliam@fcs.unimas.my](mailto:hwilliam@fcs.unimas.my)  
Faculty of Cognitive Sciences and Human Development  
& Centre for Student Development

recognize these similarities and allow them to become reality in their practice.

First off, let us discuss the most important similarity between lecture and training - both have the same purpose, which is to get adults to learn. In the case of university lecture, it is to get primarily young adults to learn, while training may deal with adults, from young to middle aged and beyond. Nevertheless, the subject matter of **lecture** and **training** may be somewhat different. University lecture is usually concerned with theoretical subject matter, while training is primarily concerned with developing job-transferable skills.

The differences between college or university lecture and organizational training go beyond the subject matter and the learning objectives of each. More importantly, they center on the techniques and approaches used to accomplish those objectives. Let us examine the most common techniques used by each.

A Lecture commonly is a one-way form of expository communication between the lecturer and the students. Lecture typically is delivered to much larger groups than training-sometimes as many as over a hundred students. The seating in a lecture is in theatre

form so that all eyes can focus on the lecturer and his or her presentation. The display of the highlights or outline of the material may be on PowerPoint or a similar display program. If the room is large, the lecturer's voice may be assisted by a public address system.

A university lecture may be delivered from start to finish without any participation from the students, except in taking their own notes. Often no questions are asked by the students and no discussion or debate takes place. Even if the lecturer invites or encourages questions; there seldom is a response, because students may be reluctant to venture forward in a large group. This makes most university or college lectures essentially one-way communication, from the lecturer to the students.

Organizational training is often a different matter. Especially with respect to developing hard job skills, such as how to operate equipment, how to use and apply computer programs or how to write effectively, there must necessarily be high emphasis on trainee participation, instructor observation and feedback and faithful transference to the job requirements. Even in the softer job skills, such as management and

I am a university lecturer. For more years than I would like to remember or would like anyone else to remember, I was a professional trainer, designing and delivering programs to develop or improve the skills of organizational employees at all levels, from clerical to executive managerial. From this experience, I, like many other people, know that lecture and training have many differences. In this article I will reinforce what is quite commonly known by discussing the differences between university lecture, especially as practiced at UNIMAS and other local universities, and organizational training, as practiced virtually everywhere. But my purpose of discussing the differences is really for the purpose of showing that there are more similarities than differences between the two approaches, if the practitioners of the lecture will

supervisory skills or in training to impact employee behavior through internal insights, there must also be high emphasis on active participation of the trainees if the learning experience is to be successful.

A typical training room (as opposed to a lecture room) will be arranged for seating in circle, semi-circle, horseshoe, or semi-square formation. The instructor or trainer will be at the front of the room for access to the display apparatus. These types of seating arrangements not only focus the trainee's attention on the trainer, but also on each other, so that discussion can take place more easily. But such an arrangement will accommodate no more than thirty or thirty-five students or trainees, which is usually the limit of participants for most training programs, either in seminar or workshop form.

The trainer or instructor has numerous techniques to inspire questions and discussion in order to enhance and verify learning. The following are some of the most common ways to elicit response from a training group:

- Direct questions to the group. If the trainer has set the proper atmosphere, there will almost always be a response from someone in the group, and one response will usually lead to responses from others.

- Allowing the group to answer questions. Instead of the instructor acting as the only source of answers, many training instructors will deflect the questions to the group, which can engender discussion and, more importantly, can lead to the participants learning from one another.

- Showing filmed or video taped situations or case studies. These can engender extensive group discussion, even debate among the participants.

- Small group problem solving of a case study and reporting back to the larger group. This engenders intense discussion in the small group and even more discussion in the larger group during the reportage session.

- Role-play. This technique is especially useful for learning certain skills, such as interviewing, where behaviors are impacted by seeing oneself as others see one. The result of each can be the basis of much discussion and feedback to the role player. If the group is too large for each person to have a turn at role-play, a model role-play is taped and played to the group. From this, the participants can do behavior modeling when they return to the job.

Besides employing different techniques, university lecture and organizational training often employ different methods of evaluation. For university lecture, the most common method of evaluation is quizzes and tests, which essentially evaluate the student and only partially and imperfectly evaluate the quality of the lecture. For most training programs the most frequent form of evaluation is trainee reaction to the training immediately after the completion of the training. While this method can be subjective and less than ideally definitive, it can indicate which parts of the training were successful and which should be improved.

Although a university lecture can never clone itself into a training seminar or workshop, there are things the university lecturer can do to prevent their students from dropping their heads in their chest or idly doodling on a piece of paper as reactions. Here are a few:

- Do not hide behind your PowerPoint slides or the speakers' podium. The lecturer should move around as he lectures. The audience cannot come to him, but he can come to the audience. With today's portable mics, a lecturer can move about a group of a hundred or more with ease. Movement makes the speaker unpredictable in the eyes of the audience and prevents interest and attention from waning.

- Vary the pitch of the voice. Nothing puts an audience to sleep faster than a dull subject delivered in monotones. Raising and lowering the voice makes the speaker unpredictable in the

ears of the audience.

- Encourage questions. Ask overhead questions and wait for a response. If that does not work, ask directed questions to students who are most inclined to answer. If questions are asked, repeat the question to the entire group, in case it was not heard. Reward the student who asked the question with a compliment to encourage others to ask questions. Finally, direct the answer, not just to the student who asked the question, but also to the entire group.

- Use strategic pauses in the presentation. Pauses make the presentation unpredictable and prevent waning of interest on the part of the audience.

- Go beyond the PowerPoint notes or outline with examples and antidotes, especially those from the personal experience of the lecturer. The audience's interest is always heightened by the personal experience of the lecturer.

To many, university lecture and organizational training will always represent two different planets, in terms of their main objectives and teaching techniques. But with some effort and imagination, the university lecturer can make his presentation as interesting, and the learning results as effective as a professional trainer in a seminar or workshop.







# Cellular Phone Adoption

## The extension of Mobile E-Learning in the future

By: Siti Zanariah Ahmad Ishak [aisana@fss.unimas.my](mailto:aisana@fss.unimas.my)  
Faculty of Social Sciences

### Technology-Mediated Communication Among Lecturers

Being connected to the outside world through the Internet is vital. For some lecturers they cannot tolerate the time when the network traffic is congested or when the email server is down. It is an annoyance especially for those who conduct their e-learning classes. This is also true of the cellular phone being similar to computer-mediated communication. Almost every lecturer owns a cellular phone for personal and work use. It is safe to say that in future, one cannot successfully complete his/her duty without being provided with a cellular phone to function effectively in the teaching-learning environment.

### Reasons for the Claim

I see the potential of using cellular phones in teaching-learning activities. My arguments are based on several socio-cultural factors. Firstly, it is based on initial findings from a study of uses and gratification of cellular phones among students in public higher learning institutions in Kota Samarahan.

Secondly, my prediction of the use of cellular phones in teaching-learning activities is based on the diffusion of the 3G technology in Malaysia. Cellular phones nowadays have the ability to carry multimedia data such as voice, data, text, music, video and image. In addition, a cellular phone also is handy, easy to use and affordable.

Finally, the adoption of cellular phones in Malaysia has shown a significant growth. The evident shows that Malaysian is keen at owning and using cellular phone. For example, the growth rate of cellular phone is 64 percent as compared to 34 percent for the growth in personal computer owning rate in the period 2000-2002 (Fife and Pereira, 2003).

However, this article does not discuss the technical aspects and the cost of the technology in terms of whether it is affordable and the readiness of the technology to be used in the education setting. It neither discusses the disadvantages of cellular phone nor discusses in detail how the cellular phone can be used effectively in the teaching-learning activities. It also does not compare the Internet with the cellular phone. It merely explores the possibility of the adoption of cellular phones in teaching-learning activities.

### Brief History of the Teaching-Learning Device

Teaching-learning devices used by teachers/lecturers in fixed locations such as classrooms were often one-way communication tools. For example, of chalk and blackboard; marker and whiteboard; transparency and overhead projector (OHP); power point and Liquid Crystal Display (LCD) were all face-to-face interaction devices.

As the digital era emerged, teaching-learning practices also gravitated towards e-learning in cyberspace. This meant that lecturers and students had the option as to interact virtually or face-to-face. One significant characteristic of e-learning is that firstly, teaching-learning activities can be done at the students' and lecturers' own time. Secondly, the device can cater the needs of two-way interaction. Finally, the device is mobile, for people on the go.

Even so, the cellular phone is not going to replace other teaching and learning devices that are available today. However, one thing is certain the cellular phone will be an additional option to other devices whenever it is appropriate to be used in our context of teaching-learning environment.

**One significant characteristic of e-learning is that firstly, teaching-learning activities can be done at the students' and lecturers' own time**



## Student Usage of Cellular Phone

In the late 1990s, the ownership of cellular phone amongst students was worrisome to lecturers. This was because, students appeared to spend money more readily on cellular phones and its accessories, than on books and other academic materials. At that time cellular technology was relatively new, and was therefore expensive and financially burdensome to the lower socio-economic group.

However, the scenario has changed. The basic technology of voice, text messaging and graphics are now affordable. Students are now spending more wisely on the cellular phone. For example, the finding of our study shows that 41.7 percent of the 740 students surveyed in Unimas and UTM Kota Samarahan spend below RM50.00 per month and 42.8 percent spend slightly higher, that is RM51-RM100.00 per month to buy the reload card. The balance of 16 percent is where students spend between RM 101 and more than RM200.00 a month.

In terms of the motives of using cellular phones, the research tested 10 items of gratification as shown in the Table 1 below. Likert scale is used with 5 measurements, from 1 that suggests strongly disagree to 5 that suggests strongly agree. Among the gratification that scores high means are reassurance (4.23), family relationship (4.14) and learning information (4.06).

Table 1:  
Means Value for the Cellular Phone Usage Motives

| No. | Cellular Phone Usage Motives | Means |
|-----|------------------------------|-------|
| 1.  | Social Status                | 2.06  |
| 2.  | Group's inclusion            | 2.27  |
| 3.  | Family relationship          | 4.14  |
| 4.  | Friend relationship          | 3.81  |
| 5.  | Entertainment                | 3.13  |
| 6.  | Learning information         | 4.06  |
| 7.  | University information       | 2.95  |
| 8.  | Immediate Access             | 3.97  |
| 9.  | Apprehension-education       | 3.32  |
| 10. | Reassurance                  | 4.23  |

It is also interesting to know that the motives of owning cellular phones among students of higher learning institutions are not connected to style, fashion and status. Neither is entertainment a significant motive of using a

cellular phone. Therefore, it is useful investment for students.

The highest cellular phone usage motive is the reassurance of connectivity with others in case of emergencies. It is commonly sought by cellular phone users, for example one of the studies into the use of cellular phone among business people also had the same finding.

The second most important motive given for using cellular phone is being able to be connected to family members. It seemed that family plays the major role for the students support, even though most of the students are no longer staying with them. This is a common characteristic of the collective culture that we belong to. There appears to be a strong bond between students and their family members where children always respect parents and the other elder members in the family. Besides, children and young adult normally depend on their parents on emotional, financial and psychological well being.

## The highest cellular phone usage motive is the reassurance of connectivity with others in case of emergencies.

Finally, the third highest motive of using cellular phone is to get information concerning their studies. In the academic context, the students find support from their friends to cope with daily academic responsibilities. This can be seen by findings of the higher mean of gratification sought in the items "to get information from friends regarding learning matters (class cancellation etc)," and "to disseminate information to friends regarding learning matters" of the Learning Information factor. Both scored a mean of 4.36 and 4.19 respectively (refer to table 2).

Table 2: Means Value for the Learning Information Factor

| No. | Learning Information   | Mean |
|-----|--|------|
| 1.  | To get information from friends regarding learning matters (class cancellation etc). | 4.36 |
| 2.  | To disseminate information to friends regarding learning matters                     | 4.19 |
| 3.  | To contact lecturers regarding learning matters                                      | 3.66 |
| 4.  | To discuss with friends regarding learning matters (assignment etc)                  | 4.01 |
| 5.  | Overall mean   | 4.04 |

By using a cellular phone as a means for interaction between students and lecturers, both parties can benefit from the device. As for lecturers, they can use the device in creative ways such as assigning group leaders or group moderators for their teaching-learning activities.

In summary, there will always be new technologies on the way to improve our teaching-learning methods. Today, our e-learning approach in Unimas uses the Internet and the Quickplace application. At the same time, with the diffusion of cellular phone among the students and lecturers, we have an additional option to vary our pedagogical strategies to enhance students' performance through the use of appropriate technologies.

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# Remote Wildlife Tracking: Application of State-of-the-Art Tools in Wildlife Studies

By: **Mohd. Azlan Jayasilan** [amazlan@frst.unimas.my](mailto:amazlan@frst.unimas.my)  
Faculty of Resource Science and Technology

Sarawak is undoubtedly well endowed with breath-taking sceneries and is rich in diverse flora and fauna. However little is known, and studied about population dynamics, ecology and distribution on many of its terrestrial wildlife, especially large vertebrates. This information is vital to ensure the survival of these wildlife creatures, as well as to promote the conservation effort in protected areas for large vertebrates. This is especially vital, given that their known home range encompasses a large area.

The research and investigation of wildlife employing unobtrusive sampling methods are recommended internationally as this contributes to the animals' welfare. In addition, remote wildlife tracking produces more reliable and accurate data to study activity patterns and behaviors, compared to current sampling methods such as conventional capture-recapture. Even though the initial establishment cost would be high, there are many long-term benefits. It is important to meet the international standards on studying wildlife, as this would increase the credibility of the University as a research body applying state-of-

the-art technology. This rich information can also be used as part of our plan to boost National Eco-tourism Productivity by producing visuals and natural history of our little-known wildlife.

Currently, there are several remote tracking systems available in the market – high-end equipment includes satellite tracking, infra-red sensed remote cameras and radio tracking. The primary advantage of using remote tracking to study wildlife, is to reduce the huge costs in terms of the amount of time and money required by forgoing labor-intensive direct observation for long-term research.

Satellite collars are expensive but they have the advantage of sending location data directly to a satellite, which is then received at a ground station and emailed out, to the research biologist. This eliminates the labor-intensive need data for tracking. Satellite collars are especially useful when tracking animals, which may travel large distances in short periods of time. A wildlife-tracking satellite that covers a wide area of the globe from its high vantage point, is a useful tool for scientists working

with animals, birds and fish in their natural habitats. Data collected through satellite tracking helps us to better understand and protect the endangered and threatened species of the region.

**A wildlife-tracking satellite that covers a wide area of the globe from its high vantage point, is a useful tool for scientists working with animals, birds and fish in their natural habitats.**

Many researchers prefer remote photography to traditional or conventional methods of direct observation, fecal analysis, pellet analysis, stomach analysis, ligatures, emetics or using artificial nestlings. These methods are too invasive, potentially harmful to animals and are less reliable in identifying and qualifying prey species. The primary advantage of

using remote photography is that it is less invasive, time consuming and costly than long-term direct observation of animals. The cost factor is especially applicable when the activity of interest occurs at multiple sites. Furthermore, remote photography is an ideal tool to record data at night, in inaccessible locations such as dens and nest cavities, or in rugged terrain. Similarly, it is also ideal to study animals that are difficult to observe due to its secretive (cryptic) or aggressive behaviors. Remote photography also provides data that is more permanent and less disputable than data gathered by direct observation.

Even though radio telemetry is not a new research tool, it can be used to track home ranges and behavioral studies of many animals. It comprises a transmitter, a receiver and an antenna. Several transmitters can be deployed at any one time utilizing different frequencies. Radio collars transmit radio waves of a specific frequency at a rate of approximately one signal per minute (this can be varied). A directional antennae and receiver are needed in order to pick up the transmitted signal. This equipment can either be hand-held as the biologist walks or drives slowly through the area, or it can be mounted on the wings of a plane.

An accurate location of the collared animal can then be determined by the field triangulation method which requires the use of GPS location, compass directions and maps.

Investing and employing such equipment in future would establish any research institution as a world-renowned laboratory, meeting international standards for



Bay cat (*Catopuma badia*) is an animal which was thought to be extinct in Sarawak, and recently was rediscovered by using infra red sensed cameras in Lanjak Entimau Wildlife Sanctuary, 2003.

indirect or Remote Observation Center for Wildlife (ROCW) in this region. It would also provide a comprehensive, hands-on experience for students, corporate agencies, conservation organizations as well as natural resource related government agencies.

#### Acknowledgements:

I would like to extend my gratitude to my colleagues, Assoc. Prof. Dr. M.T. Abdullah and Assoc. Prof. Dr. Andrew Alek Tuen for their encouragement to establish remote tracking based research in Sarawak. I would also like to thank the faculty dean, Prof. Dr. Murtedza Mohamed for his support in such research activities. Encouragement from En. Azwan Abidin to write this article is also deeply appreciated.

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## INTERNATIONAL BORNEO BUSINESS CONFERENCE 2004

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url: <http://www.unimas.my/ibbc2004>

email: [ibbc@unimas.my](mailto:ibbc@unimas.my)







# Any Sense of Complacency is "Unacceptable"

By: Dr. Andrew Ragai Henry Right [arigit@feng.unimas.my](mailto:arigit@feng.unimas.my)  
Faculty of Engineering

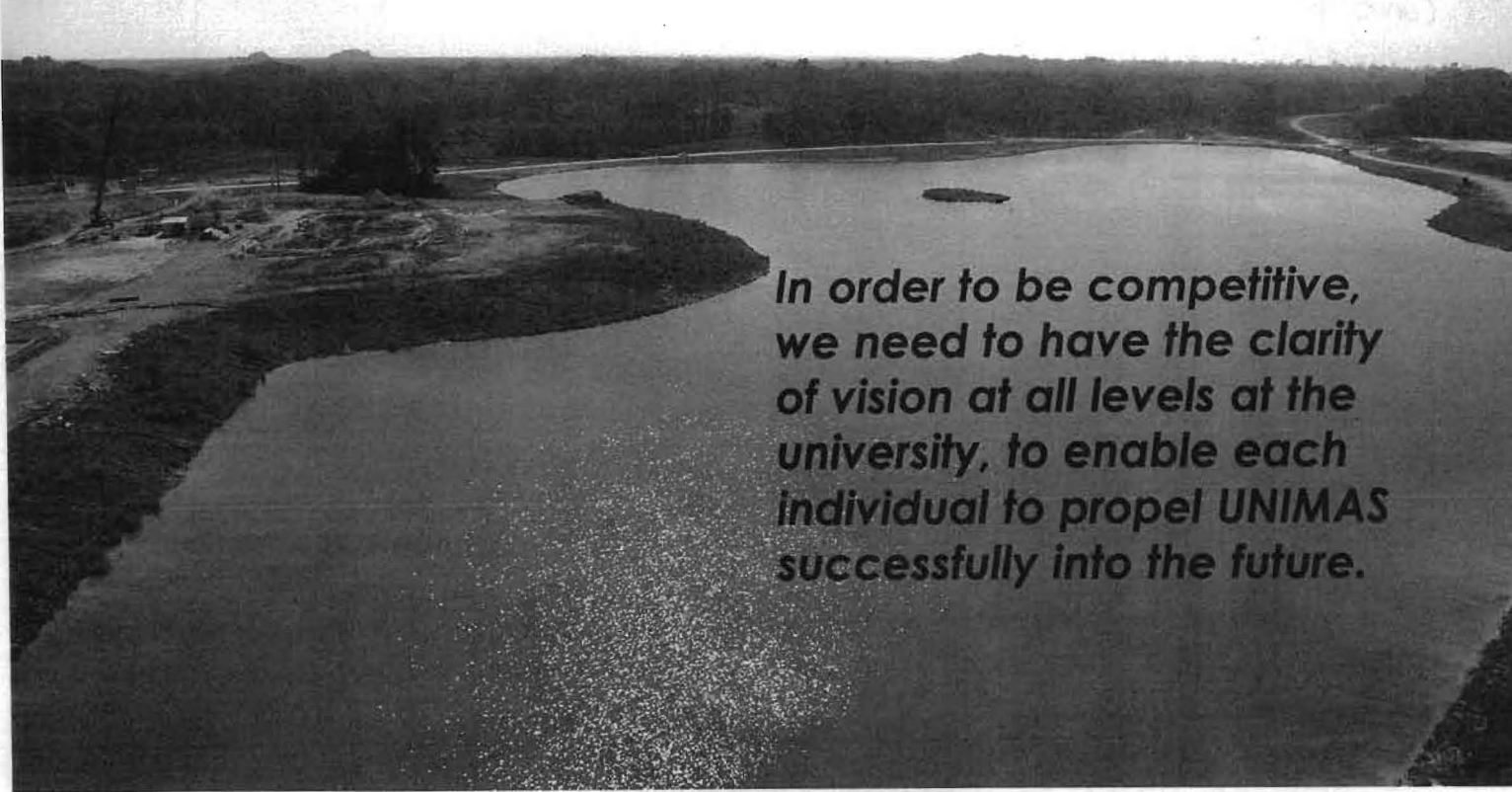
I was at the central library of Imperial College London, correcting my PhD thesis, and having just finished reading their college student's newspaper, Felix, when I received an email from the Centre for Applied Learning and Multimedia's Digital Publication Unit, asking me to contribute an article for the third issue of INSIGHT with the theme "Resolutions 2004".

The invitation to write immediately reminded me of an article in the college newspaper titled "Face to Face?". The article was about a meeting between the students and their rector, Sir Richard Sykes, formally head of the pharmaceutical giant Glaxo Wellcome prior to his employment in the academic community at Imperial College. The aim of the meeting was for Sir Sykes to 'outline his priorities for the College' and answer questions posed by the students. The article also mentioned links to two other online articles entitled "Strategic Plan, 3rd Edition" and "Working Together", which described in detail Sykes' priorities or rather, "resolutions" for the next five years. As a reader, I am quite impressed, least to say, with his plan for Imperial College London, to be competitive and to have 'world class' education, research and services. Hence, for the purpose of this INSIGHT publication, I would like to share some of Sykes' ideas in the article, as we ponder on our own resolutions for UNIMAS.

In the article, Sykes stated that: "My view of the future for Imperial is an optimistic one but our position is not assured, and any sense of complacency is unacceptable. To harness the benefits from the new opportunities we face, and to overcome the undoubted challenges, we will require strong and highly capable management as well as clarity of vision and effective, transparent processes" (Sir Richard Sykes, Rector, Imperial College London, June 2003). This is a very profound statement, that UNIMAS can take cues from. In order to be competitive, we need to have the clarity of vision at all levels at the university, to enable each individual to propel UNIMAS successfully into the future. For this article, I shall not dwell on issues about management, but rather, I will focus on the elements of "complacency" and "clarity of vision, and effective, transparent processes". These are important issues that we should address, and I wish to outline the possible strategies we can implement in UNIMAS, holistically as an organization, and individually as "personal resolutions".

Complacency is often defined as "pleasure, gratification, contentment, affability, civility, complaisance, courtesy, politeness, satisfaction". My personal preference for the alternate word for "complacency" is "satisfaction". Sykes correctly pointed out that one should not be





***In order to be competitive, we need to have the clarity of vision at all levels at the university, to enable each individual to propel UNIMAS successfully into the future.***

easily satisfied with what he or she already has, but to work harder to ensure what he/she has remained his/hers, and he/she must improve on it. This is a crucial perspective about the way we often handle things in our own scopes of responsibilities. Often times, we are lack of motivation to improve on things we have already accomplished or gained, and over time, the levels of interest and motivation deteriorate, making the past accolades and rewards irrelevant and archaic. In order to have "clarity of vision and effective, transparent, processes", Sir Sykes suggested that a new culture needs to be created. This new culture, as he has outlined in his article "Working Together", describes 'how we used to work' and 'how we will work together.' The characteristics of 'how we used to work' are:

1. Collective (ask everybody)
2. Think only about your own department (read also faculty)
3. Check everything (don't trust)
4. Offer criticism
5. Ask for permission
6. Debate and agonise

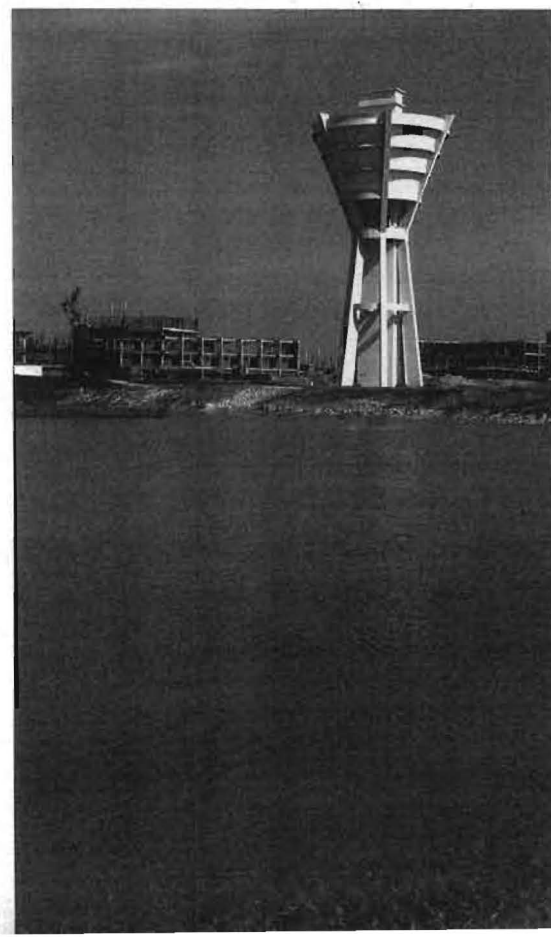
For 'how we will work together', the characteristics are (the list below corresponds to the above numbered items above):

1. Take responsibility
2. Consider the bigger picture for Imperial College (read UNIMAS)
3. Trust and audit
4. Make suggestions and offer solutions
5. Take risk - and responsibility
6. Decide and act

Each of these points has its own merit and meaning, but I believe everyone of us is capable to interpret these points in our own scopes of work environments, and we are also able to inculcate such perspective into the work culture in UNIMAS.

To sum, Sykes' article articulated that "the sky is the limit" to him and his colleagues, to maintain and improve on the quality of 'leading' sciences and services that they already have, and on keeping the 'world class' status of Imperial College London. Here in Malaysia, and specifically in our case in UNIMAS, we may not at par yet to attract the best students and

scholars from around Malaysia (and the world), nor can we provide world-class facilities and amenities required to encourage the best minds to learn, conduct research and innovate. However, we have to start at some point, and the best point to start is with the people (read: you) and the existing strengths we have today, and build on these points of advantage to gear UNIMAS for a better tomorrow.



# A Night to Remember

Postgraduate Diploma In Teaching and Learning (PGDTL) program was the brainchild of Professor Abdul Rashid Abdullah (Deputy Vice Chancellor-Academic), and it is created to ensure the quality of instruction at the university is at its best form. The objectives of this program are to train Unimas academics in teaching and learning on a systematic and formal basis, to enhance their individual and collective competence as university educators, and to establish a long term commitment toward enhancing the quality of teaching and learning at the university, that is consistent with Unimas' academic performance expectations. Thirdly, it is to develop a culture of collaborative academia that places special commitment to excellence in teaching and learning. The Centre for Applied Learning and Multimedia (CALM) has been given this responsibility to coordinate and deploy the program through its Academic Staff Development Unit.

There are seven modules in this program, which consists of Introduction to University Teaching, Principles of Teaching and Learning, Instructional Design, Management of Teaching and Learning, Assessment of Learning, Instructional Technology and Teaching Practice. For the first batch, CALM offered this program to thirty three academic staff for five months, beginning April to September 2003. Besides getting internal staff to help teach the modules, CALM also invited three lecturers from other local



Mr Kismet Hong Ping from Faculty of Engineering receiving his diploma from Vice Chancellor, YBhg Prof Datuk Yusuf Hadi.

universities, Associates Professor Dr Yoong Suan from Universiti Sains Malaysia (USM) Pulau Pinang, Associate Professor Dr Zoraini Wati Abas from International Medical University, Kuala Lumpur and Associate Professor Dr Baharuddin Bin Aris from Universiti Teknologi Malaysia (UTM), Skudai, Johor.

To make the successful completion of the program for twenty two graduates, CALM and Chancellery Unit jointly organized the inaugural Malam Kecemerlangan Unimas, on 26th of March 2004 at Holiday Inn Kuching. The ceremony was attended by the Chairman of Unimas' Board of Directors, YBhg Tan Sri Datuk Amar Hj Bujang Mohd Nor; our Vice Chancellor, YBhg Prof Datuk Yusuf Hadi; Deputy Vice Chancellor (Academic), Prof Abd Rashid Abdullah; Deputy Vice Chancellor (Development), Prof Khairuddin Ab Hamid; and Deputy Vice Chancellor (Student Affairs) Prof. Hj Sulaiman Hj Hanapi. The Dean of CALM, Prof Peter Songan and his deputies; Associate Professor Dr Gabriel Tonga Noweg and Cik Fitri Suraya Mohamad were also



The graduates sang *Unimas Gemilang* together.

present at that memorable night. The ceremony began with a welcoming speech from Professor Peter Songan. In his speech, he thanked the Unimas management for entrusting the responsibility and opportunity to CALM to conduct the PGDTL program. He also expressed his hope that the successful graduates of the program will use and practise the knowledge and skills they gained from their five-month study program. In the speech by the Vice Chancellor, YBhg Datuk Yusuf Hadi stressed on the goals of this program, which mainly depicted the concern of the university to strengthen the quality of teaching and learning at Unimas. He also hoped that through this program, the academics will be at a better position to support achieve university's mission which included the aim to establish itself as an exemplary university of internationally acknowledged stature, and as a choice institution for students and staff through its excellence in teaching and learning as well as in research. After the twenty two graduates received their diplomas from the



YBhg Prof Datuk Yusuf Hadi delivering his speech.



The Graduates of the Post-Graduate Diploma Teaching and Learning Program.

Vice Chancellor, a representative from the graduating group, Dr Edmund Sim Ui Hang took the podium to express the group's gratitude to the university for creating an opportunity for them to learn to become better educators. The program has spurred their interest in teaching

well, and they are motivated to improve their teaching approaches, in hopes to become excellent educators at the university. Dr Sim also promoted participation into the program by colleagues on campus who have not enrolled to the post-graduate diploma program.

The Post-graduate Diploma in Teaching & Learning program is open to all academics in Unimas, and those who are interested to be part of the next intake may put in their requests through their faculty deans. The second intake of the program has started their study last April 2004, and the group consists of thirty academics from all faculties. It is the hope of the university to produce academics that will improve and renew their knowledge in teaching and learning skills especially in the area of pedagogy and instructional design. Indeed, PGDTL program is to ensure a quality teaching and learning environment that will make the university proud.

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For further information, please contact:

Dr. Hong Kian Sam  
Faculty of Cognitive Sciences and Human Development,  
Universiti Malaysia Sarawak,  
94300 Kota Samarahan,  
Sarawak, Malaysia.  
Tel: 60 82 671 000  
Fax: 60 82 672 281  
Helpdesk: 60 82 671 000 ext 414  
Email: [hksam@fcs.unimas.my](mailto:hksam@fcs.unimas.my)  
Website: <http://www.unimas.my/educate2004>



# //HAPPENINGS

insight@unimas



>> Scenes from E-Learning Initiative Appreciation ceremony on March 18th 2004.



>> Memorable times at the Postgraduate-Diploma Teaching & Learning Convocation in the Malam Kecemerlangan Unimas on 26th March 2004 at Holiday Inn, Kuching.